

ADHD EXECUTIVE FUNCTIONING SKILLS STRATEGIES



ADHD Executive Functioning Skills Strategies

OVERVIEW OF ADHD: TYPES, SYMPTOMS, AND HOW IT IMPACTS

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by persistent patterns of inattention, hyperactivity, and impulsivity that are inappropriate for a child's age and developmental level. ADHD typically emerges in childhood, and its symptoms can significantly affect a child's ability to function in academic, social, and home settings. It's one of the most common mental health disorders in children, with an estimated prevalence of 5-10% worldwide.

TYPES OF ADHD:

According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), there are three primary types of ADHD, each with distinct characteristics:

- **ADHD – Predominantly Inattentive Presentation:**



- Children with this type mainly struggle with inattention. They may appear easily distracted, have difficulty organizing tasks, or forgetful in daily activities.
- They are often described as daydreamers, as they may frequently lose focus and struggle to complete tasks, especially in settings where sustained attention is required.

ADHD Executive Functioning Skills Strategies

• ADHD – Predominantly Hyperactive-Impulsive Presentation:



- This type is characterized by excessive movement, restlessness, and impulsivity without the pronounced inattentive symptoms.
- Children may fidget, talk excessively, and have trouble sitting still or waiting their turn. They may act without considering consequences, leading to impulsive decisions.

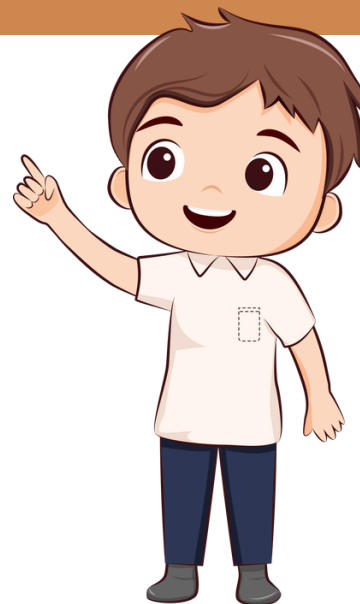
• ADHD – Combined Presentation:



- This is the most common type, where children exhibit significant symptoms of both inattention and hyperactivity-impulsivity.
- Children with this type struggle with staying focused, managing impulses, and often have difficulty with executive functioning skills, such as planning and organizing.

• Common Symptoms of ADHD in Children

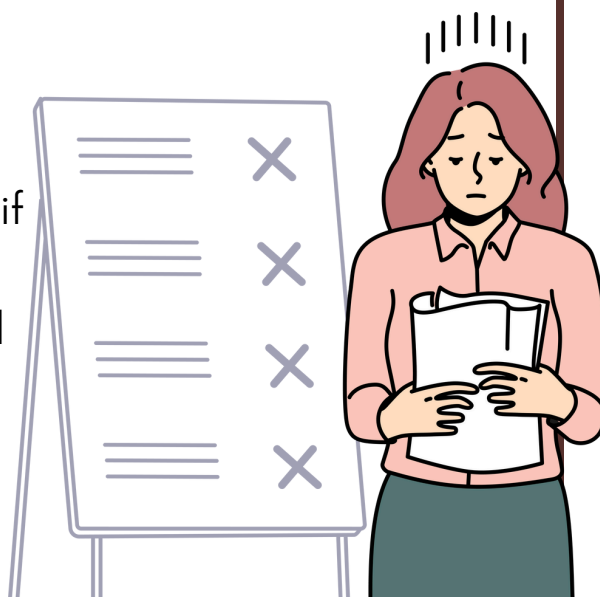
ADHD symptoms can vary widely depending on the type and individual characteristics. However, the core symptoms are generally grouped into two categories



ADHD Executive Functioning Skills Strategies

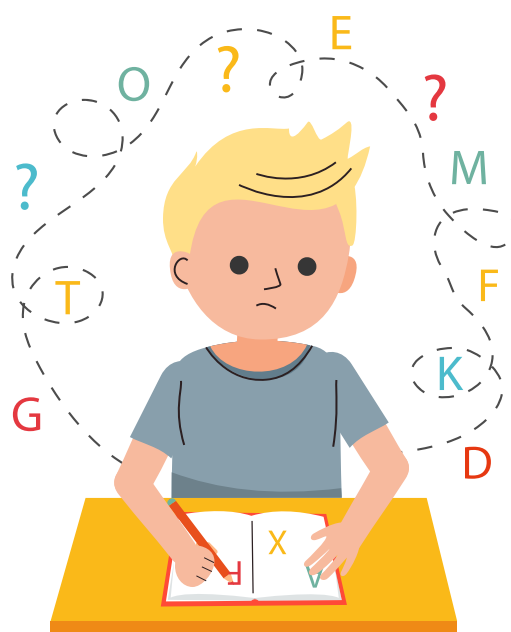
• Inattention Symptoms:

- Difficulty sustaining attention in tasks or play activities.
- Frequent mistakes or oversights in schoolwork or other activities.
- Poor listening skills, often seeming as if “in their own world”
- Challenges with organizing tasks and following through on instructions.
- Tendency to lose items necessary for tasks (e.g., books, pencils).
- Easily distracted by external stimuli.
- Forgetfulness in daily routines, such as completing homework or chores.



• Hyperactivity and Impulsivity Symptoms:

- Fidgeting or squirming in their seat, often unable to sit still.
- Difficulty engaging in quiet activities
- Running or climbing in situations where it's inappropriate.
- Talking excessively, interrupting conversations, or blurting out answers.
- Difficulty waiting for their turn, leading to impatience.
- Acting without thinking, often resulting in risk-taking behavior.



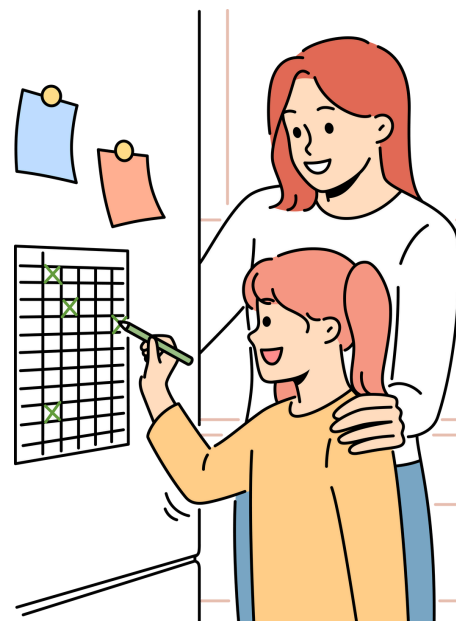
ADHD Executive Functioning Skills Strategies

• Impact of ADHD on Children

ADHD affects multiple aspects of a child's life, from their academic performance to their relationships with peers and family members. Its impact can be wide-ranging, including:

• Academic Challenges:

- Due to inattention, children with ADHD may struggle with completing assignments, following instructions, or understanding multi-step tasks. Hyperactivity and impulsivity may make it hard to stay seated or pay attention during lessons. These challenges can lead to lower academic performance, frequent mistakes, or disciplinary actions, which may affect a child's confidence and self-esteem.



• Social and Emotional Impact:

- Many children with ADHD experience difficulties in social interactions. Impulsivity can lead to interrupting conversations, difficulty sharing, or struggles with turn-taking, which can strain peer relationships. Children with ADHD are at a higher risk for experiencing rejection, social isolation, or being misunderstood, potentially affecting their social and emotional development.

ADHD Executive Functioning Skills Strategies

- **Behavioral Issues and Home Life:**

- ADHD symptoms can also strain family dynamics. Impulsive behaviors, tantrums, or lack of follow-through on tasks can lead to frequent conflicts at home. Parents may experience frustration or stress in managing symptoms, which can impact family cohesion.



- **Emotional Regulation and Self-Esteem:**

- Children with ADHD often struggle with self-regulation, which can lead to emotional outbursts or feelings of frustration. These children may develop a negative self-image, especially if they feel “different” or frequently face criticism. Over time, this may lead to increased anxiety, depression, or behavioral disorders if left unaddressed.



- **Treatment and Support for ADHD in Children:**

While there is no cure for ADHD, effective interventions and support strategies can significantly improve outcomes for children with ADHD. Treatment often involves a combination of behavior therapy,

ADHD Executive Functioning Skills Strategies

educational interventions, and, in some cases, medication. Parent training, support from educators, and collaboration among healthcare providers are essential in creating an effective support system for each child. Early intervention and consistent support can greatly improve a child's ability to manage symptoms and succeed in school and other areas of life.

Understanding ADHD and providing individualized support are crucial for helping children with the disorder reach their full potential.



What is Executive Functioning? A Breakdown of Key Skills (e.g., attention, working memory, impulse control)

Here's a professional breakdown of executive functioning skills, presented in chart form for clarity. This table outlines each key skill, its function, and common challenges when it is underdeveloped or impaired, especially relevant for children.



ADHD Executive Functioning Skills Strategies

Executive Functioning Skill	Definition	Role/Function	Challenges When Impaired
Attention Control	The ability to focus and sustain attention on tasks and activities.	Enables concentration on specific tasks, filtering out distractions.	Easily distracted, trouble completing tasks, and inconsistent focus.
Working Memory	The skill of holding and manipulating information over short periods.	Supports learning by enabling the recall of instructions, ideas, and problem-solving steps.	Difficulty following multi-step directions, forgetting tasks or homework, struggling with problem-solving.
Impulse Control (Inhibitory Control)	The ability to think before acting and resist impulsive behaviors.	Helps manage responses and avoid immediate reactions, promoting appropriate decision-making.	Interrupting others, acting without thinking, difficulties in waiting for turns, impulsive decision-making.
Emotional Regulation	The skill of managing emotions in a socially appropriate way.	Supports handling feelings, frustration tolerance, and resilience	Emotional outbursts, heightened sensitivity to setbacks, frequent frustration, and low frustration tolerance

ADHD Executive Functioning Skills Strategies

Executive Functioning Skill	Definition	Role/Function	Challenges When Impaired
Planning and Prioritization	The ability to set goals, plan steps, and arrange tasks in an efficient order.	Essential for organizing actions to reach objectives and determining task importance.	Struggles with organizing tasks, procrastination, feeling overwhelmed with multi-step projects, missing deadlines.
Self-Monitoring	The skill to observe and assess one's own behavior and performance.	Enables self-awareness and ability to make adjustments in behavior as needed.	Over- or underestimating own performance, difficulty identifying mistakes, and lack of awareness about behavior's impact.
Task Initiation	The ability to begin tasks independently without undue delay.	Supports independence and self-directed action in completing responsibilities.	Procrastination, avoidance of tasks, reliance on reminders to start tasks, difficulty motivating oneself.

ADHD Executive Functioning Skills Strategies

THE LINK BETWEEN ADHD AND EXECUTIVE FUNCTIONING CHALLENGES

Instructions:

Read each section carefully. Identify which executive functioning challenges are present and assess their frequency and impact on daily life. This exercise will help in developing targeted strategies for managing these challenges.

PART 1: ADHD AND EXECUTIVE FUNCTIONING – KEY CONNECTIONS

What is ADHD?

- ADHD is a neurodevelopmental disorder characterized by difficulties with attention, impulsivity, and sometimes hyperactivity. These behaviors are often related to challenges in executive functioning skills.

What is Executive Functioning?

- Executive functioning is a set of mental skills that include attention control, working memory, impulse control, and emotional regulation. These skills enable planning, goal-setting, and effective management of everyday tasks. Children with ADHD often experience executive functioning challenges that impact their academic, social, and daily functioning.

ADHD Executive Functioning Skills Strategies

PART 2: IDENTIFYING EXECUTIVE FUNCTIONING CHALLENGES:

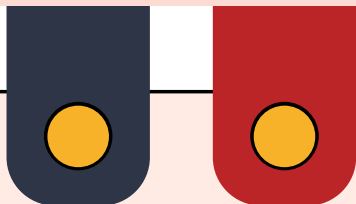
Executive Functioning Skill	Description	Frequency	Impact on Daily Life
Attention Control	Struggles to stay focused on tasks; easily distracted.	<input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Severe
Working Memory	Difficulty holding information (like instructions) in mind while working.	<input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Severe
Impulse Control	Frequently interrupts others, acts without thinking.	<input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Severe
Emotional Regulation	Has trouble managing frustration or emotions.	<input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Severe

ADHD Executive Functioning Skills Strategies

Executive Functioning Skill	Description	Frequency	Impact on Daily Life
Cognitive Flexibility	Difficulty adapting to changes in routine or rules.	<input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Severe
Planning and Prioritization	Difficulty holding information (like instructions) in mind while working.	<input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Severe
Self-Monitoring	Finds it hard to assess own work or behavior.	<input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Severe
Task Initiation	Difficulty starting tasks independently.	<input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Severe
Organization	Struggles to keep belongings or information organized.	<input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Severe

ADHD Executive Functioning Skills Strategies

PART 3: REFLECTIVE QUESTIONS:



- **WHICH EXECUTIVE FUNCTIONING CHALLENGES ARE MOST PROMINENT?**
- EXAMPLE: "ATTENTION CONTROL IS A FREQUENT ISSUE AND SIGNIFICANTLY IMPACTS THEIR SCHOOL PERFORMANCE."
- **IN WHAT SETTINGS ARE THESE CHALLENGES MOST NOTICEABLE?**
- EXAMPLES: "IN SCHOOL, DURING HOMEWORK, OR WHILE INTERACTING WITH PEERS."
- **HOW DO THESE CHALLENGES IMPACT SOCIAL RELATIONSHIPS?**
- EXAMPLE: "IMPULSE CONTROL DIFFICULTIES SOMETIMES LEAD TO CONFLICTS WITH FRIENDS OR SIBLINGS."
- **WHAT STRATEGIES HAVE HELPED IMPROVE EXECUTIVE FUNCTIONING IN THE PAST?**
- EXAMPLES: VISUAL SCHEDULES, BREAK TIMES, OR USING A TIMER FOR FOCUS.

PART 4: DEVELOPING A SUPPORT PLAN:

Based on the observations above, consider the following strategies to support executive functioning. Check any that might be helpful:

ADHD Executive Functioning Skills Strategies

- ☐ **Visual Schedules:** Use charts or visual aids to outline daily tasks.
- ☐ **Timers:** Use a timer to structure work and break intervals.
- ☐ **Chunking Tasks:** Break larger tasks into smaller, more manageable parts.
- ☐ **Incentives:** Provide positive reinforcement for completing tasks.
- ☐ **Self-Monitoring Tools:** Use checklists or “to-do” lists for task tracking.
- ☐ **Mindfulness Exercises:** Incorporate short breathing or grounding exercises for emotional regulation.
- ☐ **Structured Routines:** Establish consistent routines for daily activities.

PART 5: NEXT STEPS:

Based on the areas identified and strategies selected, write 1-2 specific goals that can help manage ADHD-related executive functioning challenges.

Goal 1:

- Example: Improve attention control by using a visual schedule and a timer during homework time.

Goal 2:

- Example: Enhance impulse control by practicing “Stop and Think” exercises before responding.?




ADHD Executive Functioning Skills Strategies

HOW EXECUTIVE FUNCTIONING IMPACTS LEARNING AND DAILY ACTIVITIES FOR KIDS WITH ADHD

INSTRUCTIONS:

Use this worksheet to explore how challenges with executive functioning affect a child's learning and daily activities. This tool is designed for parents, educators, and therapists to identify specific areas of difficulty and develop strategies to support the child.

PART 1: EXECUTIVE FUNCTIONING CHALLENGES OVERVIEW.



Executive functioning skills are essential for managing tasks, solving problems, and regulating behavior. Kids with ADHD often face difficulties with these skills, which can impact their learning and daily routines. Below are the core executive functioning skills and examples of how they may affect a child.

ADHD Executive Functioning Skills Strategies

Skill	Impact on Learning	Impact on Daily Activities
Attention Control	Struggles to sustain focus during lessons or while doing homework.	Easily distracted during chores or while following routines.
Working Memory	Difficulty remembering instructions or recalling learned material.	Forgetting daily tasks (e.g., brushing teeth, packing school bag).
Impulse Control	Interrupts teacher or peers; blurts out answers.	Acts without thinking, leading to unsafe or disruptive behaviors.
Planning and Prioritization	Struggles to organize assignments or plan projects.	Difficulty prioritizing tasks, leading to incomplete responsibilities.
Cognitive Flexibility	Challenges adjusting to new lessons or problem-solving approaches.	Trouble adapting to changes in routines or unexpected situations.
Self-Monitoring	Fails to check work for mistakes; unaware of progress in tasks.	Doesn't recognize when a routine needs adjustments (e.g., time limits).
Task Initiation	Procrastinates starting homework or assignments.	Delays starting chores or independent tasks.
Organization	Loses homework, supplies, or personal items frequently.	Messy backpack, bedroom, or workspace.

ADHD Executive Functioning Skills Strategies

PART 2: IDENTIFYING THE IMPACT:

For each skill, rate the level of challenge the child experiences in learning and daily activities on a scale of 1-5 (1 = No Challenge, 5 = Significant Challenge).

Executive Functioning Skill	Learning Challenge Rating	Daily Activity Challenge Rating
Attention Control	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Working Memory	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Impulse Control	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Planning and Prioritization	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Cognitive Flexibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Self-Monitoring	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Task Initiation	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Organization	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

ADHD Executive Functioning Skills Strategies

PART 3: REFLECTIVE QUESTIONS

WHICH EXECUTIVE FUNCTIONING CHALLENGES MOST IMPACT THE CHILD'S LEARNING?

- EXAMPLE: "ATTENTION CONTROL ISSUES CAUSE FREQUENT DISTRACTIONS DURING LESSONS."

WHICH CHALLENGES MOST AFFECT THEIR DAILY ACTIVITIES?

- EXAMPLE: "ORGANIZATION PROBLEMS RESULT IN MISPLACED ITEMS AND MISSED DEADLINES."

HOW DO THESE CHALLENGES IMPACT THEIR CONFIDENCE OR MOTIVATION?

- EXAMPLE: "STRUGGLES WITH PLANNING LOWER THEIR CONFIDENCE IN COMPLETING SCHOOL PROJECTS."

WHAT SITUATIONS SEEM TO WORSEN THESE CHALLENGES?

- EXAMPLE: "UNEXPECTED SCHEDULE CHANGES WORSEN COGNITIVE FLEXIBILITY CHALLENGES."

PART 4: GOAL SETTING AND STRATEGY DEVELOPMENT

For the most significant challenges, identify specific goals and strategies to improve executive functioning.

ADHD Executive Functioning Skills Strategies

Executive Functioning Challenge	Goal	Strategy
Example: Attention Control	Stay focused during homework for 15-minute intervals.	Use a timer and provide short breaks between intervals.

PART 5: NEXT STEPS

Based on this worksheet, outline two actionable steps to address the identified challenges.

Step 1:

- Example: Introduce visual schedules to help with task prioritization.

Step 2:

- Example: Use a rewards system to reinforce successful task initiation.

ADHD Executive Functioning Skills Strategies

STRUCTURED ROUTINES: BENEFITS OF CONSISTENCY AND PREDICTABILITY

PURPOSE:

Structured routines provide children with ADHD and other challenges a predictable framework for daily activities, promoting independence, reducing anxiety, and improving focus. Use this worksheet to understand the benefits of structured routines, assess current habits, and develop a tailored plan for consistent and predictable schedules.

PART 1: BENEFITS OF STRUCTURED ROUTINES:

Structured routines benefit children by:

- **Building Independence:** Clear expectations help children manage their own tasks without constant reminders.
- **Reducing Anxiety:** Predictability creates a sense of security and minimizes stress.
- **Improving Time Management:** Routines help children understand how to allocate time for activities.
- **Promoting Focus:** Knowing what comes next reduces distractions and transitions.
- **Encouraging Positive Behaviors:** Consistency helps reinforce habits and establish a sense of responsibility.

ADHD Executive Functioning Skills Strategies

PART 2: ASSESSING CURRENT ROUTINES

- **Instructions:** Review the child’s current routine and identify strengths and areas for improvement

Daily Activity	Current Routine	Challenges	Benefits
Morning Routine	Example: Wakes up, gets dressed, etc.	Example: Frequently forgets tasks.	Example: Eats breakfast consistently.
After School Routine			
Homework Routine			
Evening Routine			
Bedtime Routine			

ADHD Executive Functioning Skills Strategies

PART 3: IDENTIFYING GAPS IN ROUTINE:

Answer the following questions to identify where structure and predictability could improve.

- **What parts of the day are most chaotic or unorganized?**

Example: "Mornings are rushed because tasks aren't clearly planned."

- **What tasks are frequently missed or incomplete?**

Example: "Homework is often started late or forgotten."

- **How does the lack of structure affect behavior or mood?**

Example: "Unclear transitions lead to frustration and meltdowns."

- **What areas already have good structure in place?**

Example: "Dinner time is consistent, and it helps ground the evening."

PART 4: BUILDING A STRUCTURED ROUTINE

Instructions: Use the table below to plan a consistent routine for key parts of the day.

ADHD Executive Functioning Skills Strategies

Time of Day	Activity	Steps/Tasks	Visual or Verbal Cue
Morning	Example: Getting Ready	Example: Brush teeth, pack bag, etc.	Example: Checklist on the fridge.
After School			
Homework			
Evening			
Bedtime			

PART 5: TIPS FOR MAINTAINING CONSISTENCY

- **Use Visual Aids:** Create a chart or checklist for routines to serve as reminders.
- **Incorporate Rewards:** Use incentives to reinforce positive adherence to the routine.

ADHD Executive Functioning Skills Strategies

- **Set Clear Expectations:** Communicate the schedule ahead of time to avoid confusion.
 - **Be Flexible When Needed:** Allow for adjustments but maintain a predictable flow overall.
1. **Model the Routine:** Parents and caregivers can demonstrate adherence to schedules to encourage children.

PART 6: REFLECTIVE QUESTIONS

- **How does the new routine benefit the child's daily life?**

Example: Helps reduce morning stress and keeps the day on track.

- **What changes do you notice after implementing the routine?**

Example: Homework is completed on time, and transitions are smoother.

- **What strategies are most effective for keeping the routine consistent?**

Example: Using timers and offering small rewards for task completion.

ADHD Executive Functioning Skills Strategies

THE BENEFITS OF STRUCTURED ROUTINES – CONSISTENCY AND PREDICTABILITY

Purpose:

This worksheet helps parents, caregivers, and educators understand how structured routines can positively impact children, especially those with ADHD or other challenges. It also guides users in creating and maintaining consistent and predictable routines.

PART 1: WHY STRUCTURED ROUTINES MATTER:

Structured routines create stability by providing clear expectations for daily activities. They:

- **Enhance Predictability:** Helps children feel secure by knowing what to expect.
- **Build Independence:** Encourages children to complete tasks on their own.
- **Reduce Stress:** Minimizes anxiety caused by unexpected changes or uncertainty.
- **Improve Focus:** Reduces decision fatigue and distractions during transitions.
- **Support Positive Behaviors:** Reinforces healthy habits and responsibilities.

ADHD Executive Functioning Skills Strategies

PART 2: ASSESSING CURRENT ROUTINES

Instructions:

Reflect on the current state of routines. Use the table below to evaluate consistency and identify gaps

Time of Day	Current Routine	Consistency (Rate 1-5)	Challenges or Gaps
Morning Routine	Example: Brush teeth, pack bag, etc.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Often forgets tasks.
After School Routine		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Homework Routine		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Evening Routine		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Bedtime Routine		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

ADHD Executive Functioning Skills Strategies

PART 3: THE IMPACT OF PREDICTABILITY

- **How does a lack of routine affect the child's behavior or emotions?**

Example: "Inconsistent mornings lead to frustration and tardiness for school."

- **What benefits have you noticed when routines are followed consistently?**

Example: "The child feels calmer and transitions to bedtime more smoothly."

- **What specific activities seem to cause stress or resistance when not part of a routine?**

Example: "Homework time is chaotic without a predictable schedule."



PART 4: CREATING A STRUCTURED ROUTINE

Instructions:

Use the table below to develop a structured routine for key parts of the day. Include details on steps/tasks, timing, and cues to help with consistency

ADHD Executive Functioning Skills Strategies

Time of Day	Activity/Task	Steps/Details	Timing	Cue/Support
Morning	Example: Getting Ready	Brush teeth, get dressed, pack bag	7:00 AM - 7:30 AM	Checklist on bathroom mirror
After School				
Homework				
Evening				
Bedtime				

PART 5: NEXT STEPS

Based on this worksheet, list two specific goals to improve or implement structured routines:

Goal 1:

- Example: Establish a consistent bedtime routine by 8:30 PM.

ADHD Executive Functioning Skills Strategies

CREATING AN ADHD-FRIENDLY STUDY ENVIRONMENT: MINIMIZING DISTRACTIONS

Category	Challenges Faced	Strategies for an ADHD-Friendly Environment
Physical Environment	Cluttered space distracts attention.	Keep the study area clean and organized.
	Excess noise from surroundings.	Use noise-canceling headphones or a quiet room
	Bright or overwhelming visuals	Limit decorations; use neutral tones to reduce overstimulation.
Tools and Materials	Frequently misplaced supplies.	Use labeled bins, baskets, or trays to organize stationery.
	Difficulty locating resources during study time.	Keep frequently used materials within reach.

ADHD Executive Functioning Skills Strategies

Category	Challenges Faced	Strategies for an ADHD-Friendly Environment
	Overwhelmed by too many options.	Only keep study essentials on the desk; remove unnecessary items.
Lighting	Dim lighting impacts focus.	Use bright, natural or daylight-simulating bulbs.
	Glare from screens or windows causes discomfort.	Position desk to avoid glare; use anti-glare screen filters if needed.
Technology Use	Distracted by social media, games, or notifications.	Use apps or browser extensions to block non-educational websites
	Noise from devices interrupts focus.	Turn off notifications; keep personal devices out of reach.
	Difficulty managing multiple digital tools.	Use one platform or app to consolidate study tasks and assignments.
Time Management Aids	Loses track of time during study sessions.	Use timers or alarms for focused work periods (e.g., Pomodoro method).

ADHD Executive Functioning Skills Strategies

Category	Challenges Faced	Strategies for an ADHD-Friendly Environment
	Struggles transitioning between tasks.	Create a visual schedule or checklist to outline study sessions.
	Overwhelmed by long sessions.	Break study sessions into shorter, manageable chunks.
Sensory Considerations	Distracted by fidgeting	Provide stress balls, fidget spinners, or textured surfaces for focus.
	Uncomfortable seating affects concentration.	Use an ergonomic chair or a stability ball to promote posture and focus.
	Overwhelmed by sensory input (e.g., smells, textures).	Avoid strong scents; ensure study space has a comfortable temperature.
Parental/Adult Support	Lack of guidance leads to frustration.	Help set up the space and check in periodically for progress.

ADHD Executive Functioning Skills Strategies

Category	Challenges Faced	Strategies for an ADHD-Friendly Environment
	Over-reliance on adult supervision	Gradually increase independence by teaching organizational skills.
Consistency	Irregular study habits disrupt focus.	Designate a fixed time and place for studying each day.
	Difficulty transitioning to study mode.	Create a start-up routine (e.g., reviewing goals, organizing supplies).

TIPS FOR IMPLEMENTATION

- **Personalization:** Tailor the environment to suit the child's preferences while maintaining structure.
- **Adaptability:** Periodically review and adjust the setup based on what works best for the child.
- **Positive Reinforcement:** Celebrate improvements in focus and productivity to encourage consistency.

ADHD Executive Functioning Skills Strategies

VISUAL SCHEDULES AND TIMERS – USING TOOLS TO MANAGE TIME

Purpose:

This worksheet is designed to help parents, educators, and children understand and effectively use visual schedules and timers to improve time management. These tools are especially helpful for children with ADHD to promote focus, independence, and routine adherence.

PART 1: THE BENEFITS OF VISUAL SCHEDULES AND TIMERS

Tool	How It Helps
Visual Schedules	Provides a clear, step-by-step guide for tasks and routines.

ADHD Executive Functioning Skills Strategies

- | **Timers** | - Helps children stay aware of time limits.
- - Breaks large tasks into manageable chunks (e.g., Pomodoro technique).
- - Encourages transitions between activities by signaling start and end times. |

PART 2: ASSESSING CURRENT TIME MANAGEMENT SKILLS

Instructions: Reflect on the child's current time management habits.






- **How does the child handle transitions between activities?**
- Example: "Transitions are difficult; they struggle to stop one activity and start another."
- **Does the child complete tasks on time?**
- Example: "Homework often takes longer than expected due to distractions."
- **What tools, if any, are currently used to manage time?**
- Example: "We sometimes use alarms, but they aren't consistent."
- **What specific tasks or routines could benefit from a schedule or timer?**
- Example: "Morning routine and homework sessions need structure."



ADHD Executive Functioning Skills Strategies

PART 3: DESIGNING A VISUAL SCHEDULE

Instructions: Use the table below to outline a visual schedule for a specific routine (e.g., morning routine, after-school routine, homework time).

Time	Task	Visual Representation (e.g., icons, pictures)	Notes or Instructions
7:00 AM	Wake up	 Alarm clock icon	Place alarm across the room.
7:15 AM	Brush teeth	 Toothbrush icon	Use a timer for 2 minutes.
7:30 AM	Get dressed	 Shirt icon	Lay out clothes the night before.
7:45 AM	Eat breakfast	 Plate and fork icon	Sit at the table, no screens allowed.
8:00 AM	Pack bag	 Backpack icon	Use a checklist taped to the door

ADHD Executive Functioning Skills Strategies

PART 4: TIMER STRATEGIES

Instructions: Choose a task and break it into manageable chunks using a timer.

Task	Duration	Timer Type (e.g., kitchen timer, app, stopwatch)	Break or Reward
Homework	25 minutes	Timer on a phone app	5-minute movement break after session.
Reading practice	15 minutes	Sand timer	Sticker reward for completing session.
Chores	10 minutes	Kitchen timer	High-five or snack break.

PART 5: TIPS FOR SUCCESS

Choose the Right Tools:

ADHD Executive Functioning Skills Strategies

- Use apps with visual countdowns or traditional timers with clear alarms.
- Design schedules with colors, pictures, or symbols to match the child's age and preference.

Start Small:

- Begin with short routines or tasks before creating more complex schedules.

Involve the Child:

- Let them help design their schedule or pick a timer to increase engagement.

Be Consistent:

- Use schedules and timers daily to build habits.

Celebrate Success:

- Praise or reward the child for completing tasks on time

ADHD Executive Functioning Skills Strategies

CHECKLISTS AND STEP-BY-STEP PROCESSES: BREAKING DOWN TASKS

Purpose:

This worksheet is designed to help children, parents, and educators create checklists and step-by-step processes for tasks. These tools make overwhelming activities more manageable, promote independence, and reduce frustration, especially for children with ADHD or executive functioning challenges.

PART 1: WHY CHECKLISTS AND STEP-BY-STEP PROCESSES WORK

Benefit	How It Helps
Clarifies Expectations	Provides a clear and detailed outline of what needs to be done.
Reduces Overwhelm	Breaks large tasks into smaller, manageable steps.
Improves Focus	Keeps attention on one step at a time, minimizing distractions.

ADHD Executive Functioning Skills Strategies

Benefit	How It Helps
Encourages Independence	Allows children to complete tasks without constant reminders or supervision.
Promotes Task Completion	Provides a sense of accomplishment as steps are checked off.

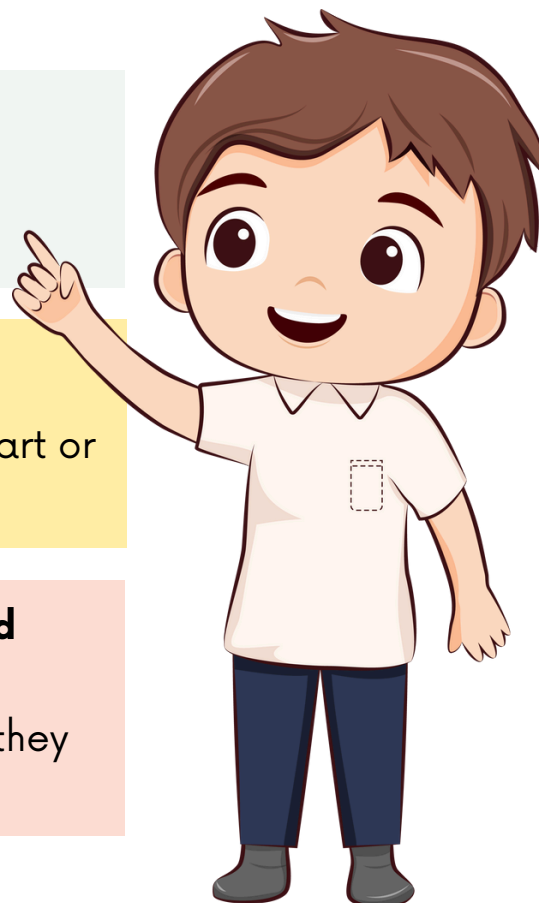
PART 2: ANALYZING CURRENT CHALLENGES

Instructions: Reflect on how tasks are currently approached and identify areas for improvement.

- **What tasks does the child struggle to complete independently?**
- Example: "Cleaning their room."

- **What makes these tasks difficult?**
- Example: "They don't know where to start or forget steps."

- **What support or tools have been tried before? Were they effective?**
- Example: "Tried verbal reminders, but they often forget."



ADHD Executive Functioning Skills Strategies

PART 3: CREATING A STEP-BY-STEP CHECKLIST

Instructions: Choose a task and break it into simple, actionable steps. Use the table below to create the checklist.

| **Task:** _____

Steps	Completed	Notes or Additional Details
Example: Put dirty clothes in the hamper.	<input type="checkbox"/>	Start with clothes on the floor.
Example: Make the bed.	<input type="checkbox"/>	Pull up the sheets and place pillows neatly.
Example: Put toys in the toy bin.	<input type="checkbox"/>	Sort large items first, then smaller ones.

PART 4: USING CHECKLISTS EFFECTIVELY

- **Where will the checklist be placed?**
 - Example: "On the bedroom door where it's easy to see."
- **How will the child mark off completed steps?**
 - Example: "Use a dry-erase marker on a laminated checklist."
- **What rewards or encouragement will be provided for completing all steps?**
 - Example: "Earn 10 minutes of screen time after finishing the task."

ADHD Executive Functioning Skills Strategies

PART 5: SAMPLE TASK CHECKLISTS

Morning Routine

Steps	Completed
Wake up and get out of bed.	<input type="checkbox"/>
Brush teeth.	<input type="checkbox"/>
Get dressed.	<input type="checkbox"/>
Eat breakfast.	<input type="checkbox"/>
Pack school bag.	<input type="checkbox"/>

Homework Time

Steps	Completed
Gather supplies (e.g., pencil, paper).	
Review the assignment instructions.	

ADHD Executive Functioning Skills Strategies

Steps	Completed
Complete the first section of the task.	<input type="checkbox"/>
Check work for errors.	<input type="checkbox"/>
Pack up materials.	<input type="checkbox"/>

PART 6: REFLECTIVE QUESTIONS:

- **How does using a checklist improve task completion?**
- Example: "The child feels more confident and less frustrated."
- **What challenges arise when using the checklist?**
- Example: "They forget to check off steps as they go."
- **What adjustments can make the checklist more effective?**
- Example: "Add pictures to each step for younger children."



ADHD Executive Functioning Skills Strategies

Developing Morning and Evening Routines to Build Consistency

Routines are essential for creating structure and stability in daily life, especially for children with ADHD or other executive functioning challenges. Consistent morning and evening routines help reduce stress, improve focus, and foster independence

WHY MORNING AND EVENING ROUTINES ARE IMPORTANT

Benefit	How It Helps
Promotes Predictability	Provides a clear framework for starting and ending the day, reducing anxiety about “what’s next.”
Reduces Decision Fatigue	Minimizes the number of choices a child needs to make, allowing for smoother transitions.
Supports Time Management	Encourages efficient use of time, helping to avoid morning rushes or bedtime delays
Builds Independence	Empowers children to take ownership of their responsibilities and tasks.
Reinforces Positive Habits	Creates opportunities to practice self-care, organizational skills, and responsibility daily

ADHD Executive Functioning Skills Strategies

STEPS TO DEVELOP EFFECTIVE MORNING AND EVENING ROUTINES

1. Identify Key Tasks

Make a list of essential tasks that need to be completed in the morning and evening.

Examples:

- **Morning:** Wake up, make the bed, brush teeth, eat breakfast, pack school bag.
- **Evening:** Complete homework, prepare for the next day, brush teeth, read a book, go to bed..



2. Prioritize and Sequence Tasks

Organize tasks in a logical order. Start with activities that naturally lead to the next, such as getting dressed before eating breakfast.



4. Incorporate Timers or Alarms

Use timers to keep routines on track. For example, set a timer for 10 minutes to signal the end of breakfast or a 5-minute countdown for bedtime.



ADHD Executive Functioning Skills Strategies

5. Keep It Realistic:

Ensure the routine is achievable within the available time and suited to the child's developmental stage and abilities..



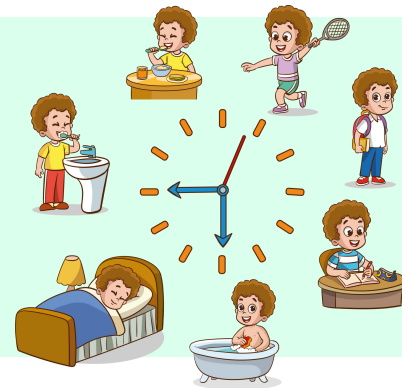
6. Involve the Child

Allow the child to participate in creating their routine. This fosters a sense of ownership and increases motivation to follow through.



7. Be Consistent

Stick to the routine every day, even on weekends. Consistency reinforces habits and reduces resistance.



• SAMPLE MORNING AND EVENING ROUTINES

Morning Routine (30–45 Minutes)

ADHD Executive Functioning Skills Strategies

Time	Task	Tips
7:00 AM	Wake up and get out of bed	Use a cheerful alarm or song
7:05 AM	Make the bed	Keep it simple—smooth out sheets
7:10 AM	Brush teeth and wash face	Use a visual checklist in the bathroom.
7:20 AM	Eat breakfast	Prepare options the night before.
7:30 AM	Get dressed and pack school bag	Lay out clothes and pack bag ahead.

ADHD Executive Functioning Skills Strategies

- SAMPLE MORNING AND EVENING ROUTINES**

Evening Routine (30–60 Minutes)

Time	Task	Tips
7:00 AM	Complete homework	Use a quiet, organized space.
7:30 PM	Pack bag and lay out clothes	Involve the child in choosing items.
7:45 PM	Brush teeth and shower	Use a timer for transitions.
8:00 PM	Read a book or quiet activity	Encourage calming, screen-free activities
8:30 PM	Go to bed	Stick to a consistent bedtime.

ADHD Executive Functioning Skills Strategies

Common Challenges and Solutions

Challenge	Solution
Resistance to Starting	Use a fun signal or reward for completing the first task (e.g., a sticker chart).
Forgetting Step	Place visual schedules in prominent locations (e.g., on the fridge or bedroom wall).
Feeling Rushed	Build in buffer time to avoid rushing through tasks.
Procrastination	Use timers to create a sense of urgency and structure transitions
Distractions	Minimize distractions by keeping toys and screens out of the routine area until tasks are complete.

• TIPS FOR SUCCESS

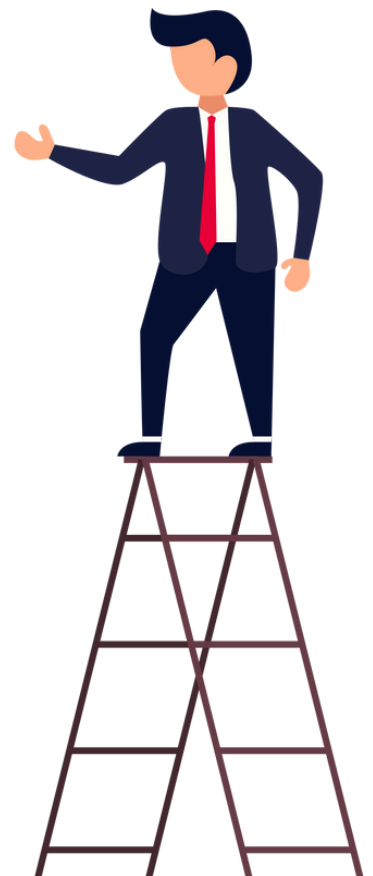
- **Model the Behavior:** Caregivers can follow their own routines to set an example.
- **Celebrate Progress:** Use positive reinforcement, such as praise or small rewards, for completing routines consistently.

ADHD Executive Functioning Skills Strategies

- **Reassess Regularly:** As children grow or schedules change, adjust routines to stay relevant
- **Build in Breaks:** Allow short breaks between tasks, especially for longer routines

Chunking Information: Breaking Information into Manageable Parts

Chunking is a strategy that involves breaking large amounts of information or tasks into smaller, manageable parts. This method is particularly effective for children, especially those with ADHD or executive functioning challenges, as it helps reduce overwhelm, improves focus, and enhances memory retention.



ADHD Executive Functioning Skills Strategies

WHY CHUNKING INFORMATION WORKS

Benefit	Explanation
Reduces Overwhelm	Simplifies complex tasks or information into smaller, easier-to-digest sections.
Improves Focus	Allows children to concentrate on one part at a time, minimizing distractions.
Enhances Memory Retention	Helps the brain process and store information more effectively by grouping related concepts
Boosts Confidence	Encourages a sense of accomplishment as smaller sections are completed
Supports Task Completion	Promotes steady progress toward larger goals by focusing on manageable steps

HOW TO USE CHUNKING EFFECTIVELY

1. Identify the Task or Information

Start with a broad topic or large task that needs to be addressed.

- Example for a task: Cleaning a messy room.
- Example for information: Studying the solar system.

ADHD Executive Functioning Skills Strategies

2. Break It Into Smaller Parts

Divide the task or information into smaller, logical pieces.

- For tasks, list specific steps (e.g., "Pick up toys," "Put clothes in the hamper").
- For information, group related details (e.g., "Planets close to the Sun" vs. "Planets farther away").



3. Focus on One Chunk at a Time

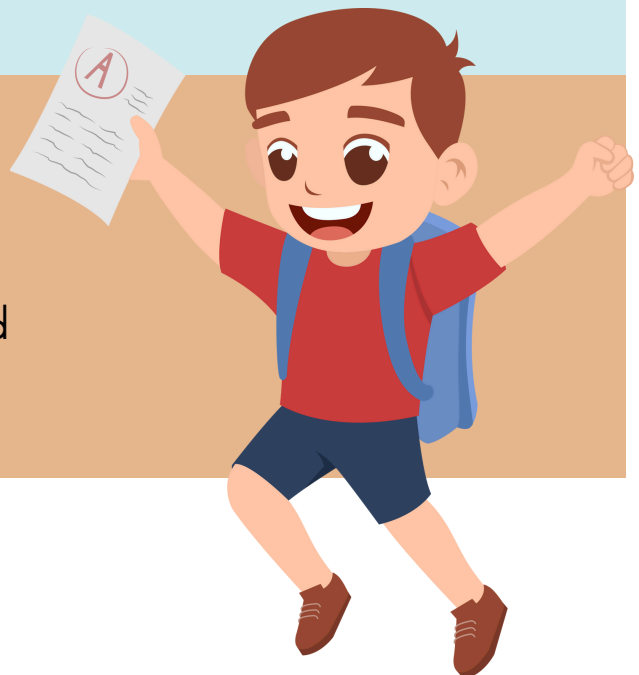
Encourage the child to work on or learn one chunk before moving on to the next

4. Use Visuals and Tools

Provide visual aids like checklists, diagrams, or flashcards to help organize the chunks.

5. Celebrate Progress

Acknowledge the child's achievements after completing each chunk to motivate continued effort.



ADHD Executive Functioning Skills Strategies

EXAMPLES OF CHUNKING INFORMATION FOR KIDS

Example 1: Completing Homework

Task	Steps (Chunks)
Math Worksheet	1. Solve the first five problems. kotlin Copy code

- | 2. Take a 5-minute break.
- | 3. Complete the next five problems.

- | Writing an Essay | 1. Brainstorm ideas.
- | 2. Write the introduction.
- | 3. Develop one body paragraph at a time. |

Example 2: Learning New Information

Topic	Chunks
The Solar System	1. Learn about the inner planets (Mercury, Venus, Earth, Mars). Katlin Copy code

- | 2. Learn about the outer planets (Jupiter, Saturn, Uranus, Neptune).
- | 3. Study fun facts about moons and asteroids. |

ADHD Executive Functioning Skills Strategies

Example 3: Cleaning a Room

Task	Steps (Chunks)
Clean the Bedroom	1. Pick up all toys and put them in the bin. arguing

- | 2. Gather dirty clothes and put them in the hamper.
- | 3. Make the bed. |

TIPS FOR SUCCESS:

- **Use Time Limits:** Assign specific times for each chunk to maintain focus and prevent procrastination.
- **Provide Breaks:** Include short breaks between chunks to avoid fatigue.
- **Make It Visual:** Use charts, diagrams, or color-coding to organize chunks.
- **Be Specific:** Clearly define each chunk so the child knows exactly what to do.
- **Start Small:** Begin with a few chunks and gradually increase as the child becomes more comfortable with the process.



ADHD Executive Functioning Skills Strategies

COMMON CHALLENGES AND SOLUTIONS

Challenge	Solution
The child feels overwhelmed.	Start with smaller chunks or fewer chunks to build confidence.
Difficulty staying focused.	Use a timer or a reward system to encourage focus and completion.
Struggles transitioning between chunks.	Use a visual or verbal cue, such as a checklist or "Next Step" card, to signal the transition

REFLECTION AND NEXT STEPS:

- **Which tasks or information could benefit most from chunking?**
- Example: "Studying for a science test."

- **What tools or strategies could support this process?**
- Example: "Using flashcards for each chunk of vocabulary."

- **How will progress be celebrated or acknowledged?**
- Example: "Sticker chart for each chunk completed."

ADHD Executive Functioning Skills Strategies

GAMES AND EXERCISES TO BOOST WORKING MEMORY (E.G., MEMORY CARD GAMES, MATCHING GAMES)

Purpose:

This worksheet provides fun and interactive activities designed to strengthen working memory in children. These games and exercises can be used at home, in the classroom, or during therapy sessions to improve focus, recall, and cognitive flexibility.

PART 1: UNDERSTANDING WORKING MEMORY

Working memory is the ability to hold and manipulate information in your mind over short periods. Strengthening working memory can:

- **Improve learning and academic performance.**
- **Enhance problem-solving skills.**
- **Support focus and attention.**



ADHD Executive Functioning Skills Strategies

WORKING MEMORY GAMES AND ACTIVITIES



ADHD Executive Functioning Skills Strategies

GOALS AND PROGRESS

Game Played	Date	Success Level (1–5)	Notes
Memory Card Game			
Simon Says			
Number Recall Game			
Matching Game			
Repeat After Me Pattern			

TIPS FOR SUCCESS:

- Start Simple: Begin with shorter sequences or smaller grids and increase complexity gradually.
- Incorporate Rewards: Use praise or small rewards to motivate participation and effort.
- Make It Fun: Keep sessions lighthearted and encourage creativity.
- Be Consistent: Practice these games regularly to see steady improvement.

ADHD Executive Functioning Skills Strategies

1. MEMORY CARD GAME

What You Need	A deck of cards with matching pairs.
How to Play	Lay the cards face down in a grid. arguing

| 2. Players take turns flipping two cards to find a matching pair. | 3. If a match is found, the player keeps the pair. If not, the cards are flipped back. |

| **Benefits** | Improves short-term memory and pattern recognition. |

2. SIMON SAYS

What You Need	No materials required
How to Play	Lay the cards face down in a grid. arguing

| 2. Players only follow the command if it starts with “Simon says.”
| 3. If “Simon says” is not included, players must ignore the command. |

| **Benefits** | Enhances auditory memory and attention to detail. |

ADHD Executive Functioning Skills Strategies

3. NUMBER RECALL GAME

What You Need	Paper and pencil or verbal instructions.
How to Play	Say a sequence of numbers (e.g., "3, 5, 7"). bent

- | 2. Ask the child to repeat them back in order.
- | 3. Gradually increase the number of digits as they succeed. |

| **Benefits** | **Strengthens sequential memory and recall.** |

4. MATCHING GAME

What You Need	Printable matching cards or picture cards
How to Play	1. Show the child a set of cards with pairs of matching items. lug

- | 2. Mix up the cards and ask them to match the pairs again. |

| **Benefits** | **Enhances auditory memory and attention to detail.** |

ADHD Executive Functioning Skills Strategies

5. "REPEAT AFTER ME" PATTERNS

What You Need	Clapping, verbal, or physical patterns.
How to Play	Create a pattern using claps, stomps, or spoken words. swift

- | 2. Have the child repeat the pattern back to you.
- | 3. Increase complexity as the child improves. |

| **Benefits** | **Builds auditory memory and motor coordination.** |

PART 2: REFLECTION QUESTIONS

- **Which games did you enjoy the most? Why?**
- Example: "I liked the Memory Card Game because it was fun to find pairs!"
- **Which games felt the most challenging? What made them difficult?**
- Example: "The Number Recall Game was hard when the numbers got longer."
- **How can these games help you in school or everyday life?**
Example: "They can help me remember instructions better."

ADHD Executive Functioning Skills Strategies

HELPING KIDS SET PERSONAL GOALS AND TRACK PROGRESS

Goal setting is a powerful way to teach children responsibility, focus, and self-motivation. When kids learn to set personal goals and track their progress, they develop critical skills like planning, self-reflection, and perseverance.

STEPS TO HELP KIDS SET GOALS AND TRACK PROGRESS

Step	Description	Examples
1. Identify an Area	Help the child choose a specific area they want to improve or work on.	"I want to get better at math," or "I want to keep my room clean."
2. Define a Clear Goal	Work together to create a clear, specific, and measurable goal.	"I will improve my math grade from a C to a B within 2 months."
3. Break It Down	Divide the goal into smaller, manageable steps to make it less overwhelming.	Study math for 20 minutes daily, complete all homework, ask for help.
4. Set a Timeline	Establish a realistic timeframe for achieving the goal.	Finish cleaning my room by the end of the week.

ADHD Executive Functioning Skills Strategies

Step	Description	Examples
5. Track Progress	Use a visual tool (chart, checklist, journal) to monitor and celebrate progress along the way	Create a sticker chart for each day the goal is worked on.
6. Adjust If Needed	Regularly review the goal and make changes if necessary to ensure it stays achievable and motivating.	Switch from 20 minutes of study to 10 minutes if the child is overwhelmed.
3. Break It Down	Divide the goal into smaller, manageable steps to make it less overwhelming.	Study math for 20 minutes daily, complete all homework, ask for help.
7. Celebrate Success	Acknowledge and reward the child's efforts and accomplishments to reinforce positive behavior.	Plan a fun outing or give praise for achieving the goal.

EXAMPLES OF PERSONAL GOALS FOR KIDS

Category	Example Goals
Academic	Improve a grade in a subject.

ADHD Executive Functioning Skills Strategies

- | Personal Organization| - Keep my room tidy for a month.
- | - Pack my school bag every evening. |
- | Social | - Make one new friend this semester.
- | - Practice sharing during playtime. |
- | Health & Fitness | - Learn to ride a bike without training wheels.
- | - Eat one new vegetable each week. |

TRACKING PROGRESS TOOLS

Tool	How It Helps	Example Use
Sticker Charts	Provides a visual way to mark daily efforts or milestones.	Add a sticker for each day the child reads for 20 minutes.
Checklists	Encourages step-by-step task completion and organization.	Check off tasks like "Homework done," "Room cleaned."
Goal Journals	Offers a reflective space to document efforts, challenges, and successes.	Write about progress and feelings each week.
Apps or Digital Tools	Digital tools can send reminders and visually track goal achievement.	Use a goal-tracking app to set reminders for practicing piano.